



CURRICULUM, INSTRUCTION & PROFESSIONAL DEVELOPMENT
HISTORY SOCIAL-SCIENCE OFFICE
1299 East 32nd Street, Signal Hill, California 90755
(562) 997-8000 extension 2956

American History Civics Inquiry Project Project Expectations

1. Framing the Inquiry- The student or teacher develops a question for study.
 - is clear, specific, authentic and manageable
 - addresses a problem that is authentic and relevant
 - activity engages students in the question development stage
 - students develop creativity, collaboration, communication and critical thinking skills
 - students develop cognitive and civic participatory skills
2. Investigation- The student researches to answer the question for inquiry.
 - students develop or respond to compelling or supporting questions
 - students apply disciplinary knowledge and concepts
 - students seek out evidence from multiple sources
 - students evaluate sources, analyze information or make conclusions
 - students research to respond to the inquiry question
 - students use technology or digital media
3. Collaborative Conversations- Students discuss their research findings.
 - students value all viewpoints
 - students are civil and respectful at all times
 - students prepare for academic discourse
 - students demonstrates use of academic language
 - students' discourse relies on evidence from multiple sources
 - teacher allows time to explore a particular idea before moving to another topic
 - teacher designs discussion to make all participants feel comfortable

- teachers and students use questions that propel and scaffold the conversation
4. Communicating Conclusions-Conclusions: Students write at least a three-page paper based upon their findings.
- students work together to collect and analyze evidence
 - students may or may not reach consensus when determining conclusions
 - conclusions reflect an analysis of multiple perspectives by acknowledging the strengths and weaknesses of claims and counterclaims
 - students communicate clearly; language is appropriate and compelling
 - students demonstrate proficient use of academic language and conventions
 - are carefully constructed to influence constituencies with various perspectives
 - students have the opportunity to write multiple drafts and base claims on evidence.
 - papers must be at least three pages or 750 words and include a 12-point font.
 - papers must be formatted in accordance with a Modern Language Association (MLA) citation format.
5. Taking Informed Action- Students take their finding to solve a real-world problem.
- students communicate in multiple formats and inspire a variety of audiences (i.e. students, families, community members) to take informed civic action
 - student action is based on an extensive inquiry for understanding the causes and characteristics of an issue, analysis of a variety of democratic strategies and procedures, and assessment of the challenges and opportunities faced by those who have tried to address the issue over time and place
 - students apply democratic procedures to address the issue in a strategic manner to a variety of audiences
 - students utilize a variety of tools and innovative formats to promote action (i.e. multi-media) presentations, petitions, online
 - teachers dedicate time for students to reflect on the process and outcomes



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American History Civics Inquiry Project

September 8, 2015

Dear Parents and Student,

All history students in the Long Beach Unified School District are required to write a United States History Civics Inquiry Project as a course requirement. Students will research a United States History topic and write a research paper based upon their findings. Then students will use their research to engage in community action. We will start our research on or by _____ . Throughout the year students will submit a variety of research components. Students will be awarded a grade for _____ , accuracy and content for History. To complete this assignment successfully students should plan their time. Please discuss the United States History Civics Inquiry Project due dates and requirements attached. Let me know if you have any questions.

Thank you,

History Teacher

I have read and understand the due dates and research steps for United States History.

Student Name (please print) _____ Date _____

Student Signature _____

Parent Signature _____



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American History Civics Inquiry Project Research Paper Components

General Information: You will soon begin researching and writing about a topic from United States History. Your topic must be narrow and focused on a particular person, place, event concept, movement, or theory. The goal of your research paper is to become an expert in your topic and use your research to develop a civics action. For example, you study the effects of workday hours on leisure time and you create a media campaign to maximize one's time with their families. **Your sources will answer your research question, as well as explain the implications of your research on today.** Your final paper will be at least three pages, typed, in manuscript format, with citations, a bibliography, and title page.

Your report must include the following:

1. Title Page:

Your title must be specific and focused. It can be presented as a question. Ex. How did the reduction of workday hours affect leisure time in late 19th century urban America?

2. Outline:

Before writing your rough draft, you will write an outline that helps to organize the evidence you gathered to prove your point.

3. Introduction:

Your introduction must begin with a thesis statement and at least three big ideas, most important to least important, from your research. The final sentence of your introduction will help the reader transition into your first and most important big idea.

4. Body:

The body of your research paper will focus on evidence that supports your thesis statement. Each body paragraph will follow your outline and connect back to your thesis statement. Each paragraph will have paraphrased or quoted information from one of your sources.

5. Conclusion:

The conclusion of your research paper reiterates all salient points and may bring in added connections. **For instance, what are the parallels with today? What does this inspire you to do? You might include statistics and other data from current sources in your final paragraphs.**

6. Works Cited:

Throughout your research paper you must footnote or parenthetically reference evidence. At the end of your report you must include a works cited list with at least five sources. Make sure your works cited list is written in MLA format.



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American History Civics Inquiry Project Research Paper Steps

Check these off as they are completed. All bolded are to be turned in.

1. Set work schedule/timetable.
2. Define a topic (choose subject).
3. Gather background information in a general article (encyclopedia).
4. Read to narrow topic; write narrowing questions.
5. Draft a thesis statement.
6. Clarify required documentation style.
7. Begin research and note taking. **Be sure to include community research and current issue implications.**
8. Evaluate materials including websites.
9. Develop a rough works cited list.
10. Continue research and note taking.
11. **Decide on community issue implications.**
12. Sort notes and show them to teacher.
13. Write an outline rough draft.
14. Rewrite thesis statement.
15. Draft final outline.
16. Read to fill-in any missing information in research.
17. Write first draft.
18. Write draft two, three, four...
19. Edit, format and double-check citations.
20. Complete final draft and proofread.



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American History Civics Inquiry Project Writing a Thesis Statement

A *thesis statement* in a research (*expository*) report defines the main idea, or overall purpose, of your report. It tells briefly and clearly what you want to show, tell, or explain and it gives your report a focus. A clear one-sentence answer to your main question will result in a good *thesis statement*.

The following questions will help you compose a *thesis statement*:

- > What is your report's purpose or main idea?
- > What are some of the most important ideas you learned in your research?
- > What exactly do you want your readers to know?

Then, you're ready to write an outline.

Question: What were the benefits for the Sumerians to take care of the unpredictable waters of the two rivers?

Thesis statement: The Sumerians needed to be close to the waters of the two rivers and needed to control, maintain, and protect them in order to nourish and become one of the first civilizations.

Question: How did Lincoln's Gettysburg Address lead to the reunification of the United States?

Thesis statement: Lincoln's Gettysburg Address, though it acknowledged differences between North and South, emphasized national unity as the best way to mend the divisions of the Civil War.



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American History Civics Inquiry Project Making Source Cards

As you find sources you will use for your report, write the following information about each source on a 3"x 5" index card or on a computer document. Number each source card. Each source will have its own card or page. Each source will be numbered.

BOOK: author, title, city of publication, publisher, copyright year

MAGAZINE ARTICLE: author, title of article, magazine, date, page numbers

VIDEOTAPE: title, director or writer, if given, publisher, and year

WEBSITE : author, date of last update, date of research, and title

CDROM: author, title. publisher and year

EXAMPLE:

Plunkitt, George Washington. Ed. William L. Riordan.

Plunkitt of Tammany Hall. Project Gutenberg, 1905. Web. 2015.

< <http://www.gutenberg.org/files/2810/2810-h/2810-h.htm> >



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American History Civics Inquiry Project Taking Notes

As you read through your sources, you will write down facts and make other notes for your report.

Here are some suggestions for taking notes:

Write the note in your own words. If you copy someone's exact words, put quotation marks before and after the words.

In the upper left-hand corner, write a *label* (a word or phrase that tells what the notes are about).

In the upper right-hand corner, write the number or the source card that tells where you found the information.

In the lower right-hand corner, write the page number(s) where you found the information.

Continue researching until you feel you have sufficient notes for your report.

EXAMPLE:

<i>Graft (label)</i>	1 (Source card)
The document below is a "series of very plain talks on very practical politics," by George Washington Plunkitt, a powerful and wealthy leader of Tammany Hall, New York's Democratic political machine. They were recorded in 1905 by a political reporter, William Riordon. In it, Plunkitt describes his political philosophy, explains the difference between "honest and dishonest graft," and justifies the methods he uses to promote his personal interests. (notes in your own words)	
	Web (source page number)



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American History Civics Inquiry Project Questions to Ask About Web Sources

Criterion #1: AUTHORITY

1. Is it clear who is responsible for the contents of the page?
2. Is there a link to a page describing the purpose of the sponsoring organization?
3. Is there a way of verifying the legitimacy of the page's sponsor? That is, is there a phone number or postal address to contact for more information? (Simply an email address is not enough.)
4. Is it clear who wrote the material and are the author's qualifications for writing on this topic clearly stated?
5. If the material is protected by copyright, is the name of the copyright holder given?

Criterion #2: ACCURACY

1. Are the sources for any factual information clearly listed so they can be verified in another source?
2. Is the information free of grammatical, spelling, and typographical errors? (These kinds of errors not only indicate a lack of quality control, but can actually produce inaccuracies in information.)
3. Is it clear who has the ultimate responsibility for the accuracy of the content of the material?
4. If there are charts and/or graphs containing statistical data, are the charts and/or graphs clearly labeled and easy to read?

Criterion #3: OBJECTIVITY

1. Is the information provided as a public service?
2. Is the information free of advertising?
3. If there is any advertising on the page, is it clearly differentiated from the informational content?

Criterion #4: CURRENCY

1. Are there dates on the page to indicate:
 - a. When the page was written?
 - b. When the page was first placed on the Web?
 - c. When the page was last revised?
2. Are there any other indications that the material is kept current?
3. If material is presented in graphs and/or charts, is it clearly stated when the data was gathered?
4. If the information is published in different editions, is it clearly labeled what edition the page is from?

Criterion #5: COVERAGE

1. Is there an indication that the page has been completed, and is not still under construction?
2. If there is a print equivalent to the Web page, is there a clear indication of whether the entire work is available on the Web or only parts of it?
3. If the material is from a work which is out of copyright (as is often the case with a dictionary or thesaurus) has there been an effort to update the material to make it more current?

Note: The greater number of questions listed below answered "yes," the more likely it is you can determine whether the source is of high information quality.

HISTORY
ANALYTICAL CHECKLIST FOR RESEARCH PAPER

For use as a rough draft revision tool

Not Evident	Very Evident
0 1 2	3 4
Fix-up	

0	1	2	3	4	1.	Does the paper have an informative title?
0	1	2	3	4	2.	Does the writer's introduction set the stage with contextual background?
0	1	2	3	4	3.	Does the writer include a clear thesis statement?
0	1	2	3	4	4.	Does the writer use primary and secondary sources to provide adequate and varied support for the thesis statement?
0	1	2	3	4	5.	Does the writer fully analyze and evaluate the support of primary and secondary sources?
0	1	2	3	4	6.	Does the writer document the sources within the paper using required sources with appropriate citations?
0	1	2	3	4	7.	Does the conclusion reinforce the thesis and make connections to the topics historical significance or explain why it matters today?
0	1	2	3	4	8.	Does the writer include a correctly formatted Works Cited list?
0	1	2	3	4	9.	Is the paper well organized and readable?
0	1	2	3	4	10.	Does the writer use a minimum of three different sources? For example, one from the internet, one from a book, and one from a primary source document.
0	1	2	3	4	11.	Does the paper introduce quotations smoothly?
0	1	2	3	4	12.	Is the writer's tone appropriate for the audience and purpose?
0	1	2	3	4	13.	Is the paper relatively free of errors in grammar and usage?
0	1	2	3	4	14.	Is the paper relatively free of errors in spelling and mechanics?

Writer: _____ Date: _____



Informational Writing Rubric

4 Advanced Proficient

- Presents a clear, knowledgeable, and authoritative topic that defines and focuses the topic for the audiences. (K,S)
- Effectively demonstrates an in-depth understanding of the content in a well-defined, organized format. (K,S) (Intro, Body, Conclusion)
- Supports the topic with significant and specific examples based upon accurate historical knowledge. (K,A)
- Research paper may be presented in an insightful manner by going beyond the writing requirements. (A) (Analysis)
- Produces an assignment with insignificant historical errors that are of little consequences. (K)
- Concludes the paper by directing the reader back to the topic and makes connections to the topics' historical significance. (A)
- Produces a knowledgeable research paper using appropriate skills and vocabulary for that topic. (A)
- Successfully cites sources. (R)
- Correctly use valid sources.

3 Proficient

- Defines the topic. (K,S)
- Demonstrates a clear understanding of the content in an organized format. (K,S)
- Supports the topic with at least more than one in-depth historically accurate example. (K,A)
- Produces an assignment that may have a historical error, but balances it with accurate information. (K)
- The conclusion restates the topic, and attempts to connect the topics to historical significance. (A)
- Produces an accurate essay using appropriate skills and vocabulary. (A)
- Attempts to cite sources.
- Uses at least one valid source.

2 Partially Proficient

- Attempts to define the topic. (K,S)
- Demonstrates a limited understanding of the content and uses an unclear format. (K,S)
- Attempts to support the topic with a list of facts. (K,A)
- Produces an assignment that may have significant historical errors. (K)
- Attempts a conclusion but it may not support the thesis. (A)
- Produces an essay using some appropriate skills and vocabulary. (A)
- Incorrect use of sources.
- Lacks valid sources.

1 Non-Proficient

- Lacks a clear topic. (K,S)
- Demonstrates little understanding of the content and the information is fragmented and disorganized. (K,S)
- May use names, events and places with no apparent connection to the topic. (K,A)
- Produces an assignment that has numerous errors in historical content and creates confusion. (K)
- Conclusion of the research report is vague or not evident. (A)
- No sources used.



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American History Civics Inquiry Project Possible Civic Issues¹

Abortion	Health
Abuse	Human Trafficking
Access to Work	Hunger
Climate Change	Immigration/Immigration Reform
Child Mortality	Lack of Sex Education
Community Development	Poverty
Corruption in government	Prison Abuse
Cost of College	Privacy Rights
Disease	Privatization
Drug Use/ Trafficking	Prison Rates
Education	Refugees
Environmental Justice	Segregation
Environmental Sustainability	Slavery
Foreign Policy	Sweatshops/Fair-trade
Gender Equality	Tax Reform
Gentrification	Trade Policies
Gun Laws	Transportation
HIV/AIDS	Voter Participation
Homelessness	Unemployment
Housing Crisis	Unionization
LGBTQ Issues	War

Possible Civic Actions (ALL CIVICS ACTIONS REQUIRE TEACHER APPROVAL)

- Raise Awareness
 - Create a PSA and Post Online
 - Create a Social Media Campaign
 - Create and Distribute a Leaflet
 - Start a New Club on this Campus
 - Submit a Letter to the School or Local Newspaper
 - Write and Circulate a Press Release
- Demonstrate Support
 - Contact an Elected Official Via Email, Letter or Phone
 - Create a Petition
 - Initiate a Policy Proposal to Local Policymaker to Address the Issue
 - Organize a Town Hall Meeting that Includes a Variety Of Stakeholders
- Donate to a Cause
 - Apply for a Grant
 - Solicit Funds for a Cause

¹ Use this rubric to help students choose civic action topics. This rubric is taken from *Issues to Action. Mikva Challenge, 2014*. Web. 2016. <<http://www.mikvachallenge.org/educators/curricula/>>

**American History Civics Inquiry Project
Project Soapbox Speech Rubric²**

	Exceeds Standard (4)	Meets Standard (3)	Nears Standard (2)	Needs Work (1)
CONTENT OF SPEECH	Explains the problem Clearly and coherently	Explains the problem clearly	Explains the problem minimally	Explains the problem in a manner that is broad and/or unclear.
	Provides abundant and varied evidence to support the significance of the problem	Provides evidence of why the problem is significant	Provides little evidence of why the problem is significant	Provides no evidence of why this issue is a problem
	Contains a passionate call to action	Contains a call to action	Contains a minimal call to action	Lacks any call to action
STRUCTURE AND STYLE	Includes a unique opener and closer that catch the audience's attention	Includes an effective opener and closer	Includes a basic opener and/or closer	Lacks opener and/or closer
	Incorporates a number or rhetorical devices effectively (simile, hyperbole, repetition, metaphor, storytelling, imagery, alliteration)	Incorporates a rhetorical device effectively (simile, hyperbole, repetition, metaphor, storytelling, imagery, alliteration)	Attempts to incorporate a rhetorical device (simile, hyperbole, repetition, metaphor, imagery, alliteration)	Does not use a rhetorical device
	The message of the speech is enhanced by exemplary organization and focus	Speech is well organized, focused, and easy to follow	Speech is mostly well organized and focused	Speech lacks organization and focus
	Presents speech clearly and with authority	Presents speech clearly (rather than reading it)	Partially presents, partially reads speech	Reads speech
DELIVERY	Masterfully uses tone, speed, pacing, and volume as tools	Effectively uses tone, speed, pacing, and volume as tools	Uses tone, speed, pacing, OR volume as tools	Uses tone, speed, pacing, and/or volume ineffectively: distracts/detracts from speech
	Body language enhances the message of the speech	Maintains good body language (eye contact, gesture, stance)	Mostly maintains good body language (eye contact, gesture, stance)	Body language is distracting (eye contact, gesture, stance)
	Student is expressive and demonstrates passion for the topic	Student is expressive and demonstrates interest in the topic	Student demonstrates interest in the topic	Student does not demonstrate interest in topic, or is inappropriate

Total: _____ **Comments:** _____

² Use this rubric to prepare students for a civic action that is a speaking event. This rubric is taken from *Issues to Action. Mikva Challenge, 2014*. Web. 2016. <<http://www.mikvachallenge.org/educators/curricula/>>

**American History Civics Inquiry Project
Action Project Rubrics³**

Community Analysis	
Did students choose a specific community to focus on? Did research their community's background, e.g. demographics and needs? Is the issue they have selected a community concern? Have students shown evidence of deliberation in choosing their issue? Have students clearly explained why they chose this issue? Is there a correlation between the community analysis they have done, the issue they have selected and the research that they have done?	
Exceeds Standard	Students' analysis of the community informs the issue they have selected and the direction for their project. Issue selection is supported by evidence and by having conducted a community profile which includes both assets and issues.
Meets Standard	Students have completed a community profile which includes assets and issues. Their issue selection was driven primarily by student interest and research.
Nears Standard	Students have clearly defined the community they are impacting with their project. Their issue was chosen solely based on what they were interested in.
Needs Work	Students are uncertain which community their project is targeting. They may be unclear about how they ended up working on their issue or did not have a choice in selecting their issue.

Taking Action & Sustainability	
Did students take action on their proposed solution? Is their action thoughtful and built off of their goals, research and strategy? Will their action have a one-time impact or is their solution sustainable? Have students reflected on their project? Prepared for their work to be sustained?	
Exceeds Standard	Students achieve their stated goal(s) through taking action. Students have developed systems to continue their work in the future (grants, funding, club, etc.)
Meets Standard	Students take action on their issue. Students have a feasible plan to continue their work after the Civics Fair.
Nears Standard	Students' action is forthcoming. Students have a desire to continue working on their issue with no clear plan in place.
Needs Work	Students have no plan for their action and have not considered project sustainability post Civics Fair.

³ Use these rubric to prepare students for civic action. These rubrics are taken from *Issues to Action. Mikva Challenge, 2014*. Web. 2016. <<http://www.mikvachallenge.org/educators/curricula/>>

**American History Civics Inquiry Project
Action Project Rubric⁴**

	Exceeds	Meets	Nears	Needs Work	Points Awarded
Community Analysis and Issue Selection: Did students identify a specific community to focus on? Is the issue they have selected a community concern? Have students shown evidence of deliberation in choosing their issue? Have students clearly explained why they chose this issue? Is there a correlation between the community analysis they have done and the issue they have selected?	15	13	12	10	
Researching Issue: Did students use a variety of sources for their research? Did students document their sources in standard format? Did students identify a root cause to address with their solution? Did students survey their community for research purposes?	25	21	17	13	
Goal Setting, Power Analysis & Strategy: Did students choose a goal that is action-oriented? Specific? Easily Understandable? Bold? Can students identify the primary decision maker for their issue? Can they identify secondary decision makers, allies, and opponents (if relevant)? Can they explain self-interests of their decision maker? Can students explain why they took the action they did and the steps they took in order to get there?	25	21	17	13	
Taking Action & Sustainability: Did students take action on their proposed solution? Is their action thoughtful and built off of their goals, research and strategy? Will their action have a one-time impact or is their solution lasting? Have students reflected on their project? Prepared for their work to be sustained?	25	21	17	13	
Quality of Presentation: Have students effectively used visuals to enhance the communication of their ideas? Created a neat and professional looking product? Have students communicated their ideas clearly and succinctly? Are students knowledgeable about their issue and proposed solutions?	10	8	7	4	
Total Points					
Comments:					

⁴ Use this rubric to prepare students for civic action. This rubric is taken from *Issues to Action. Mikva Challenge*, 2014. Web. 2016. <<http://www.mikvachallenge.org/educators/curricula/>>



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A Partial List of Subjects to Develop United States History Research Questions

1.	Abortion rights	43.	Automobile industry
2.	Affirmative action	44.	Auto in the 1950s
3.	African Americans/business	45.	Auto pollution
4.	African Americans/segregation	46.	Automobile safety
5.	African Americans/churches	47.	Auto and urban sprawl
6.	African Americans in cities	48.	Baby boom
7.	African Americans in politics	49.	Baez, Joan
8.	African Americans/education	50.	Baker, Josephine
9.	African Americans/pop culture	51.	Baker v. Carr
10.	African Americans/race riots	52.	Bakke, Allan Paul
11.	African Americans/Vietnam	53.	Baldwin, James
12.	African Americans/WWI	54.	Barnum, P. T.
13.	African Americans/WWII	55.	Barton, Clara
14.	Agent Orange	56.	Baruch, Bernard
15.	Agnew, Spiro T.	57.	Baseball
16.	Agriculture Adjustment Act	58.	Batista, Fulgencio
17.	A.I.D.S.	59.	Bay of Pigs
18.	Airline deregulation	60.	Beach Boys
19.	Airline/first flight	61.	Beattles
20.	Aircraft in WWI/WWII	62.	Beatniks
21.	Aircraft/Lindbergh	63.	Bell, Alexander Graham
22.	Alliance for Progress	64.	Benton, Thomas Hart
23.	American Bandstand	65.	Berlin Airlift
24.	American Civil Liberties Union	66.	Berlin Wall
25.	American Expeditionary Force	67.	Bessemer Process
26.	American Federation of Labor	68.	Bicycles
27.	American Gothic	69.	Bilingual Education Act
28.	American Independent Party	70.	Bimetallism
29.	American Indian Movement	71.	Birmingham riots
30.	American Socialist Part	72.	Blacklist
31.	Amusement parks	73.	Blackmun, Harry A.
32.	Anarchists	74.	Black Panthers
33.	Anderson, Marian	75.	Black Power
34.	Angelou, Maya	76.	Bonus Army
35.	Anthony, Susan B.	77.	Boulder Dam
36.	Anti-Saloon League	78.	Boxer Protocol
37.	Argonne Forest/Battle of	79.	Bradley, Omar
38.	Armstrong, Louis	80.	Brady, James
39.	Armstrong, Neil	81.	Brandeis, Louis D.
40.	Assembly Lines	82.	Brinkmanship
41.	Assimilation of Native Americans	83.	Civil Rights/Malcolm X
42.	Australian ballot	84.	Civil Rights/March on Washington

85.	Britain, Battle of	134.	Civil Rights/Montgomery bus boycott
86.	Brown v. Board of Education	135.	Civil Rights/NAACP
87.	Bulge, Battle of	136.	Civil Rights/President Nixon
88.	Bull Moose Party	137.	Civil Rights/Selma
89.	Bunche, Ralph	138.	Civil Rights/sit ins
90.	Burger, Warren	139.	Civil Rights/separate but equal
91.	Business and Andrew Carnegie	140.	Civil Rights/Acts
92.	Business conglomerates	141.	Civil Service, The
93.	Business consolidation	142.	Civil Works Administration
94.	Business franchises	143.	Clean Air Act
95.	Business and the depression	144.	Clinton, Bill/Bosnia
96.	Business regulation	145.	Clinton, Bill/GATT
97.	Business/Social Darwinism	146.	Crocker, Joe
98.	Business cycle	147.	Cold War/Arms Race
99.	Busing	148.	Cold War/Berlin
100.	Butterfield, Andrew	149.	Cold War/defense spending
101.	California/air pollution	150.	Cold War/.John F. Kennedy
102.	California/farm workers	151.	Cold War/U-2
103.	California/immigration	152.	Committee to Re-elect the President
104.	Cambodians in America	153.	Communications/advances
105.	Camp David Accords	154.	Communism/Cold War
106.	Campaign Reform	155.	Communism/Hollywood
107.	Capitalism	156.	Concentration Camps/WWII
108.	Capone, Al	157.	Coney Island
109.	Capra, Frank	158.	Congress/role in New Deal
110.	Carmichael, Stokley	159.	Congress/women in
111.	Carnegie, Andrew	160.	Congress of Industrial Organizations
112.	Carson, Rachel	161.	Congress of Racial Equality
113.	Carter, Jimmy	162.	Conscientious objectors
114.	Central Intelligence Agency	163.	Conscription
115.	Century of Dishonor	164.	Conservative Coalition
116.	Century of Progress	165.	Contract with America
117.	Chain stores	166.	Contras
118.	Challenger	167.	Convoy system
119.	Chambers, Whittaker	168.	Cotton Club, the
120.	Chaplin, Charlie	169.	Counterculture
121.	Charter Schools	170.	Cox, Archibald
122.	Chiang Kai-shek	171.	Daugherty, Harry
123.	Chicago/1968 Democratic Convention	172.	Dawes Severalty Act
124.	Chinese Exclusion Act	173.	D-Day
125.	Christian Coalition	174.	Dean, James
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